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ABSTRACT

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on United States history is divided into twenty-four topics. The topics included are: Backgrounds of American Colonization; Colonial Life; Causes of the American Revolution; Creating a New Government; War of 1812; Gold Rush and Acquisition of Territory; Development of Political Parties; Civil War; Reconstruction; Settlement of Plains; Railroad, and Indians; Industrialization; Labor Laws and Trustbusting; Immigration; Social Reform; Spanish-American War; World War I; Inflation of 1920s and Cause of 1929 Stock Market Crash; Depression; Causes of World War II; World War II, Events and Results; Cold War in Europe and Korea; Vietnam War; the 1960s; and The 1970s. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

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CE 024 148

UNITED STATES HISTORY

NEVADA COMPETENCY BASED
ADULT HIGH SCHOOL DIPLOMA PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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UNITED STATES HISTORY TOPICS

1. Backgrounds of American Colonization
2. Life in the Colonies
3. Long and Short Term Causes of the American Revolution
4. Creating a New Government
5. War of 1812
6. Westward Movement, Gold Rush and Acquisition of Territory
7. Development of Political Parties
8. Civil War, Causes and Results
9. Reconstruction
10. Westward Movement, Settlement of Plains, Railroads, Indians
11. Industrialization
12. Labor Laws, Trustbusting
13. Immigration
14. Social Reform

UNITED STATES HISTORY TOPICS

15. Spanish-American War

16. World War I

17. Inflation of 1920's, Cause of 1929 Stock Market Crash

18. Depression

19. Causes of World War II

20. World War II, Events and Results

21. Cold War in Europe and Korea

22. Vietnam War

23. The 1960's

24. The 1970's

UNITED STATES HISTORY

American Colonization

The student will be able to name the countries involved in the colonization of the United States and list and explain the most important reasons for colonization.

USH - 1

Pre-test: #1 and #4
Post-test: #2 or #4

PERFORMANCE INDICATORS:

1. Either orally or in writing, name the countries involved in colonization of the United States and list and explain the reasons behind colonization.

2. Fill in the following chart.

Countries who colonized in the U.S.	Reasons for country wanting colonies	Reasons for individuals wanting to colonize

3. Choose one European country and write a report which explains that country's reasons for colonizing in the United States. Include national reasons and individual reasons behind colonization.

4. Using a map of Europe, show your insturctor the countries involved in colonization of the United States and explain the reasons behind colonization.

UNITED STATES HISTORY

Life in the Colonies

USH - 2

Pre-test: #1 and #3
Post-test: #1 and any

The student will be able to describe life in colonial America, including the economic base, social life, and forms of government.

PERFORMANCE INDICATORS:

1. Complete the following sentences, describing life in colonial America. Use as much detail and fact as possible.

   1) The main trade routes involving the colonies were ...

   2) The economic base in the North was ... The economic base in the South was ...

   3) Much of the social life in the colonies revolved around ...

   4) Although still controlled by England, each colony did have its own local government. These can best be described as ...

2. Prepare a map of colonial America. Include established colonies, and symbols which represent crops and products. Attach a brief report describing the social conditions and forms of government used in the colonies.

3. Either orally or in writing, describe a week in the life of a colonist. Include the social life, employment, and government in your description.

4. Complete the following chart which describes life in the colonies.

Economic Base	Social Life	Government
Products, Crops, Employment	Important Associations, Activities	How Were the Colonies Governed From Within? From England?

UNITED STATES HISTORY

American Revolution

USH - 3

Pre-test: #1

Post-test: #2 or #3

The student will be able to list and explain the important long term causes (background causes up to 1763) and short term causes (1763 - 1775) of the American Revolution.

PERFORMANCE INDICATORS:

1. Orally or in writing, list and explain the most important long term and short term causes of the American Revolution. Long term causes would be those background causes of the war up to 1763. Short term causes would be the immediate causes of the war, 1763 - 1775.

2. Complete the following chart, describing the causes of the Revolution.

Long Term Causes (1607 - 1763)		Short Term Causes (1763 - 1775)	
Event	Explanation	Event	Explanation

3. Prepare a time sequence chart of events (long term causes and short term causes) leading up to the American Revolution. Use the chart to orally explain each of the causes of the war.

4. Pretend you are a journalist in colonial America. List and explain, in writing, each of the long term and short term causes of the war.

UNITED STATES HISTORY

Creating a New Government

USH - 4

Pre-test: #1

Post-test: #1 and #2 or #4

The student will be able to explain and analyze the failure of the Articles of Confederation versus the success of the Constitution.

PERFORMANCE INDICATORS:

1. Orally or in writing, explain and analyze the reasons for the failure of the Articles of Confederation and the improvements made when the Constitution was written.

2. Write an essay analyzing the success of a set of by-laws written nearly 200 years ago--the Constitution of the United States. How is it that it still applies in a society vastly different from that of the colonists in 1789? Include examples from the Constitution to support your answer.

3. Hold a class discussion in which the class acts as the Constitutional Convention. Decide which basic principles of the Articles of Confederation you will keep and which you will discard. Give your reasons for each deletion and change. Prior preparation and active participation are required for credit.

4. Answer orally or in writing. If you were a politician forming a new government today, which form of government (by-laws) would you recommend, The Articles of Confederation or the Constitution? Support your reasons with examples from the documents and details from your study.

UNITED STATES HISTORY

War of 1812

The student will be able to explain the causes and results of the War of 1812.

USH - 5

Pre-test: #1 or #4
Post-test: #2 and #3

PERFORMANCE INDICATORS:

1. Either orally or in writing, give brief explanations of each of the following events of the War of 1812.

   (1) impressment of American seamen

   (2) British interference with American trade

   (3) American boundary disputes

   (4) results of the war

   (5) United States nationalism as a result of the war.

2. Write an essay on what caused the War of 181? and the outcome of the war.

3. Prepare a map that illustrates the causes and results of the War of 1812. Include all the participants in the war and locations of fighting. Use the map to orally describe the causes and results of the war to your instructor or a small group.

4. Put a "T" for True and an "F" for False in the space next to the items below.

_____ 1. The War of 1812 resulted from American interference in British trade.

_____ 2. British seizure of American ships angered the United States.

_____ 3. Americans had ambitions to annex Canada and Florida.

_____ 4. The French were stopped from invading Florida.

_____ 5. The Americans were defeated in their attempt to conquer Canada.

_____ 6. The British won the war at sea.

_____ 7. Many capitol buildings in Washington were destroyed in the war.

_____ 8. The Treaty of Province ended the war in 1816.

_____ 9. Generally, the war was a draw between the British and Americans.

_____10. Andrew Jackson was one American hero from the War of 1812.

_____11. Britain realized that the American independence was final.

_____12. The American Army was well-prepared going into the war.

_____13. The War of 1812 was unpopular in the South.

_____14. The Indians fought on the part of England for the most part.

_____15. One important result was the unresolved dispute between the North and the South over the war.

UNITED STATES HISTORY

Westward Movement

The student will be able to describe the first period of westward movement (1845 - 1860) including the California gold rush and U.S. acquisition of new territories, namely: Texas, Utah, Oregon, New Mexico, and California.

USH - 6

Pre-test: #1 and #4
Post-test: #2 or #3, and #4

PERFORMANCE INDICATORS:

1. Describe orally or in writing the first period of westward movement (1845 - 1860) including information about the California gold rush and the acquisition of the five U.S. territories.

2. Prepare a map that illustrates the first period of westward movement. The map should include the California gold rush and new territories acquired by the U.S. and from whom.

3. Prepare a time sequence chart of the events of the first period of westward movement. Include the acquisition of new territories by the government, the gold rush and a brief description of each event.

4. In writing, describe what life was like during the California gold rush. Include the social life, economic conditions and political activities that a California gold miner might be involved in. List your sources.

UNITED STATES HISTORY

Development of Political Parties

USH - 7

Pre-test: #1 and #2
Post-test: #3 and #4

The student will be able to identify and explain the development of the two party system in the United States up to the Civil War and the emergence of the Democrats and the Republicans.

PERFORMANCE INDICATORS:

1. Circle the correct letter answer to each of the following:

(1) Political parties began in the U.S. during the post revolutionary from disputes over all the following except

A. Constitutional views and interpretation
B. establishment of the Supreme Court
C. foreign policy
D. powers of central government

(2) The Federalists were characterized by all the following except

A. supporters were rich, well-born and propertied
B. party was pro-British
C. party favored strict interpretation of the Constitution
D. party urged a strong central government

(3) The Democratic-Republicans were characterized by all the following except

A. party was in favor of loose interpretation of the Constitution
B. party was led by Thomas Jefferson
C. party wanted weaker central government, strong states
D. supporters were middle class, tradesmen and businessmen

(4) The Republican Party arose in 1854 with it's main purpose to

A. promote Southern interests
B. encourage foreign isolationism
C. combat slavery
D. elect Andrew Jackson as President

(5) Jacksonian Democracy stressed all <u>except</u>

A. government to be run by educated people only
B. active central government, strong President
C. democracy in theory and practice
D. belief in the common man.

2. Either orally or in writing, explain how political parties grew from revolutionary days up to the emergence of the Democrats and Republicans just prior to the Civil War.

3. Prepare a time sequence chart that illustrates the development of political parties in the U.S. up to the emergence of Democrats and Republicans just prior to the Civil War.

4. Write an essay explaining how the pre-Civil War Democrats and Republicans reflect the parties and idealogies they descended from. How are their ideas and goals similar to and different from their predecessors?

UNITED STATES HISTORY

Civil War

USH - 8

Pre-test: #3
Post-test: any two

The student will be able to discuss the Civil War, explaining the causes (sectionalism, abolitionism, secession and Manifest Destiny), the events (weapons, strategies) and results of the war.

PERFORMANCE INDICATORS:

1. Either orally or in writing, answer the following items:

   (1) Explain the most important causes of the Civil War.

   (2) How was the war fought? Where did most of the fighting take place?

   (3) How did the war end? What were the reasons for victory? For defeat?

2. Prepare a complete map of the Civil War. The map should include

   (1) participants involved on each side

   (2) major battles with dates

   (3) victories and defeats

   Use the map to orally explain the causes of the war, the major events, and results of the war.

3. Complete the following sentences, writing essay answers for each.

   (1) Sectionalism was one of the causes of the Civil War because ...

   (2) The abolitionists believed ...

   (3) Sucession was important to the start of the war because ...

(4) The policy of Manifest Destiny was ...

(5) The weapons and strategies used were ...

(6) The North won because ...

(7) The South lost because ...

4. Write a report on one of the following topics: List your sources.

(1) President Lincoln's role in the Civil War.

(2) The cost of the war in lives and money.

(3) The advantages of the North in the war effort.

UNITED STATES HISTORY

Reconstruction

USH - 9

Pre-test: #1

Post-test: #2 or #4

The student will be able to describe and evaluate the Reconstruction period in the South following the Civil War, including the opposing Reconstruction programs (Lincoln-Johnson as Radical Republicans) and the economic conditions.

PERFORMANCE INDICATORS:

1. Either orally or in writing, explain each of the following in relation to the period of Reconstruction in the South.

   (1) Radical Republican Reconstruction Program

   (2) President Lincoln - President Johnson Reconstruction Program

   (3) share-cropping

   (4) carpetbaggers

2. Complete the following chart describing and evaluating the Reconstruction period.

Describe the economic conditions in the South after the war	Describe the Radical Republican Program	Describe the Lincoln-Johnson Program
	What were purposes and goals?	What were purposes and goals?

3. Write a report on one of the following Reconstruction topics:

   (1) share-cropping

   (2) carpetbaggers

   (3) comparison of the two opposing Reconstruction programs

4. Orally or in writing, give an evaluation of the Reconstruction period. Did it fail or succeed and why?

UNITED STATES HISTORY

Westward Movement

USH - 10

Pre-test: #1 and #2
Post-test: #4, and #2 or #3

The student will be able to describe the important developments of the second period of westward expansion (post Civil War)--1) settlement of the plains 2) development of railroads 3) Indian disputes.

PERFORMANCE INDICATORS:

1. Circle the correct answer to each of the following items. Then, orally or in writing, add details and examples to your answer.

   (1) Which of the events below was most important to the post Civil War period of westward expansion?

   A. California Gold Rush
   B. discovery of the Oregon trail
   C. the invention of the steamship
   D. settlement of the plains

   (2) The westward expansion of the post-Civil War period would have been considerably slower without the

   A. development of the railroads
   B. election of President Grant
   C. expansion of the sheep industry
   D. pony express rider

   (3) One of the major problems of settlers moving westward that is still somewhat unresolved today is:

   A. Federal land grants
   B. communications across the plains
   C. outlaws and bandits
   D. disputes with the Indians over land

2. Put yourself in the position of a settler moving west. Describe in writing, the conditions you encounter, the railroad development, and the disputes with the Indians.

3. Either orally or in writing, describe each of the following and explain its importance to the settlement of the west.

   (1) settlement and ranching on the plains

   (2) development of the railroads

   (3) Indian disputes over land

4. Prepare a map of the West, complete with settlements on the plains, railroad development and major Indian battles and reservations.

UNITED STATES HISTORY

Industrialization

USH - 11

Pre-test: #1

Post-test: #3 or #4

The student will be able to describe the causes of industrialization and the effects of industrialization on the city and on the people.

PERFORMANCE INDICATORS:

1. Picture yourself living and working in a large city in approximately 1880. Describe orally or in writing each of the following:

   (1) causes of industrialization

   (2) wages and working hours

   (3) child labor

   (4) labor unions

   (5) changes in technology, inventions

2. Hold a class debate between the Robber Barons (owner of business) and the workers on the subject of working conditions. Prior preparation and active participation are required for credit.

3. Write an essay answer to the following:

   How did industrialization effect the people living in the metropolitan areas, Chicago, for example? Give details and examples.

4. Write, or orally describe, an essay answer to the following:

   What new problems arose when the U.S. changed from an agricultural society to an urban/industrial society? Give details and examples.

UNITED STATES HISTORY

Labor Laws, Trustbusting

The student will be able to identify and describe the abuses of big business below, and explain the reforms instituted to correct these abuses.

monopolies
watered stock
short-long haul contracts
yellow dog contracts
corruption of officials
working conditions
trusts

USH - 12

Pre-test: #1

Post-test: #2 or #4

PERFORMANCE INDICATORS:

1. Put the correct letter answer for the definition in the blank for the term on the left.

Abuses	Definition
____ 1. monopolies	A. payments to people in power to assure favors
____ 2. watered stock	B. concentration of control in an industry
____ 3. yellow dog contracts	C. long hours, low pay, no workmen's compensation
____ 4. short-long haul contracts	D. former competitors combine under one board of directors, manage as a unit, to limit competition
____ 5. corruption of officials	E. shares sold for more than actual worth of business
____ 6. working conditions	F. cheaper rates for long disaance, with high rates for short distance
____ 7. trusts	G. agreement required by employers that the employee agree not to join a union

Reforms	Definition
_____ 8. Interstate Commerce Act	A. outlawed conspiracy in trade restraint
_____ 9. Sherman Anti-Trust Act	B. created federal regulation of railroads
_____10. Pure Food & Drug Act	C. government inspection of food and drug for consumer

2. Set up and complete a chart of all the abuses of business listed previously, a description, and an example of how it was corrected.

Abuse	Description	Reform
1. 2. 3. 4. 5. 6. 7.		

3. Write or orally give a report on one of the following topics: List your sources.

   (1) Theodore Roosevelt and "trust busting".

   (2) The railroad industry's abuses and reforms during the late 1800's.

4. Either orally or in writing, briefly describe each of the abuses listed below and explain how reform was instituted.

   1. monopolies
   2. watered stock
   3. yellow dog contracts
   4. short-long haul contracts
   5. corruption of officials
   6. working conditions
   7. trusts

UNITED STATES HISTORY

Immigration

USH - 13

Pre-test: #1 and #4
Post-test: #3 or #4

The student will be able to discuss U.S. immigration in the late 1800's, describing the nationalities involved, the effects on the immigrants and the citizens, and concept of the "melting pot".

PERFORMANCE INDICATORS:

1. Either orally or in writing, answer each of the following questions:

   (1) Which nationalities were involved in this late period of immigration, the period of the late 1800's?

   (2) Why did the immigrants leave their home countries to come to the United States?

   (3) How did their arrival effect people in the United States?

   (4) What is the concept of the "melting pot"?

2. Hold a panel discussion in class. There should be at least four students, with each presenting one of the topics below.

   (1) nationalities involved, and reasons for coming to the United States

   (2) effects on immigrants

   (3) effects on United States citizens

   (4) "melting pot" concept

3. Prepare a map of Europe and the United States showing the countries from which the immigrants came in the late 1800's and where they settled for the most part. Use the map to explain why they left their home countries, what changes they faced, and the "melting pot" concept.

4. Write an essay in which you are a new immigrant arriving in the United States in the late 1800's. Describe your situation; your hopes, employment opportunities, your activities, your reasons for leaving your home country.

UNITED STATES HISTORY

Social Reform

USH - 14

Pre-test: #1

Post-test: #2 or #3

The student will be able to compare and contrast the social reform movements of the 1800's, 1900's and the present time [such as: women's suffrage, prohibition, Civil Rights, hippie movement] as to goals, methods and success and explain why and how social change occurs.

PERFORMANCE INDICATORS:

1. Fill in the answers in the chart below.

Social Reform Movement	Goals	Methods Used To Achieve Goals	Success
Women's Suffrage Late 1800's - Early 1900's			
Prohibition			
Civil Rights 1860 - 1900			
Civil Rights 1960			
Welfare Rights 1970's			
Women's Movement 1970's			

Conclusion: Social change occurs because _____

2. Either orally or in writing, explain how and why social change occurs, using a comparison of two social reform movements (one past and one present) as your examples. For example, compare Civil Rights after the Civil War with Civil Rights in the 1960's and draw your conclusion on how and why social change occurs.

3. Write a report on one of the following topics:

   (1) Compare and contrast the women's movement in the late 1800's - early 1900's to the women's movement of today as to goals, methods and success or failure.

   (2) Compare and contrast the emergence of communes of recent times (hippy communes of the 1960's, People's Temple).

4. Hold a class discussion comparing and contrasting the social reform movements of the 1800's and 1900's. Have a small group or individual present information on one movement or perhaps the goals or methods used by one group. (This can be set up in a variety of ways by the instructor.)

UNITED STATES HISTORY

Spanish-American War

USH - 15

Pre-test: #1

Post-test: #3, and #2 or #4

The student will be able to identify the causes and results of the Spanish-American War and analyze the war in terms of future United States foreign policy.

PERFORMANCE INDICATORS:

1. Either orally or in writing answer each of the following questions:

   (1) What were the causes of the Spanish-American War?

   (2) What were the results of the war?

   (3) Why was the war important to future U.S. foreign policy?

2. Answer the following by putting a "T" for True and an "F" for false in the blank next to the item.

   _____ 1. The American people in the late 1890's were in favor of imperialism.

   _____ 2. The sympathy of the American public was aroused by the yellow press.

   _____ 3. The United States' need for oil reserves in Cuba was one of the causes of the war.

   _____ 4. The de Lome letter was a letter sent by President McKinley to the Cuban government, giving Cuba its independence.

   _____ 5. The slogan "Remember the Maine" comes from the sinking of the American battleship, Maine.

   _____ 6. One result of the war was the re-emergence of the Spanish empire.

_____ 7. The U.S. became active in the Orient due to the Spanish-American War.

_____ 8. The Spanish-American War signaled a return to the policy of isolationism for the U.S.

_____ 9. The North and South re-united to fight the war, erasing 40 years of hatred left over from the Civil War.

_____10. The Spanish-American War, a small war really, was important because it established important future U.S. alliances.

3. Write a report on one of the topics below:

   (1) Why the American people were so much in favor of the Spanish-American War.

   (2) Explaining the decisions made in the Treaty of 1898.

4. Prepare a chart of the events of the Spanish-American War. Include (1) the participants (2) territories over which the war began (3) territories held by the U.S. at the end of the war.

UNITED STATES HISTORY

World War I

USH - 16

Pre-test: #1 and #4
Post-test: any

The student will be able to identify the most important long and short term causes, events, and results of World War I.

PERFORMANCE INDICATORS:

1. Circle all items that are correct in each question below. There may be one correct, or all may be correct.

   (1) Which of the following are short term causes of World War I?

   A. Germany's unrestricted use of submarine warefare.

   B. The Zimmerman note regarding the return of Texas, New Mexico and Arizona to Mexico for help in the war.

   C. U.S. alliances with Hungary and Austria

   D. The Russian Revolution making it O.K. for U.S. to ally with Russia.

   (2) Which of the following are long term causes for World War I?

   A. Efforts to uphold American rights at sea.

   B. English background and heritage made U.S. pro-British

   C. Americans feared German militarism and imperialism.

   D. American trade relations with Germany and Austria-Hungary.

   (3) Which of the following were important events of the war?

   A. American Army allied with Hungary to fight land battles in France.

   B. The American Navy was important because it enforced blockade of Germany and fought German submarines.

C. President Wilson announced his Fourteen Point program in 1918 as a basis for a just peace.

D. The U.S. helped most by giving loans and supplies to the Allies.

4. The Treaty of Versailles the war. Which of the following were provisions of the treaty?

A. Germany was completely disarmed.

B. Germany was forced to accept the guilt for causing the war.

C. Germany was stripped of all her colonies.

D. The League of Nations was formed.

2. Write a report that explains how the provisions of the Treaty of Versailles reflect the causes and events of the war. List sources.

3. Prepare maps of Europe that illustrate (1) participants in the war (2) alliances of the countries involved (3) where fighting took place and who were the victors (4) how Europe looked after the Treaty of Versailles.

4. Fill in the following chart with the proper answers. Give details.

WORLD WAR I

CAUSES	EVENTS & DESCRIPTION OF WARFARE	RESULTS

UNITED STATES HISTORY

1920's and 1929

The student will be able to describe the period of the 1920's and identify the causes for the stock market crash of 1929.

USH - 17

Pre-test: #1

Post-test: any two

PERFORMANCE INDICATORS:

1. Describe the following events of the 1920's. Choose four to describe either orally or in writing. #7 is required by all.

   (1) The technological advances

   (2) Installment buying

   (3) Prohibition and the problems it created

   (4) Immigration Act of 1924

   (5) Why named the "Roaring Twenties"

   (6) "Red scare" and Sacco-Vanzetti Execution

   (7) Stock Market crash of 1929

2. Prepare a time sequence chart that describes important events, inventions, and government actions of the 1920's.

3. Either orally or in writing, answer the following:

   (1) What were the changes in morals and customs during the 1920's?

   (2) How did this contribute to the stock market crash of 1929?

4. Circle the correct answer to each of the following:

(1) The prosperity that characterizes the 1920's was due to all <u>except</u>

A. increased prices for farm products

B. mass production of goods

C. installment buying

D. emergence of the "chain store"

(2) Prohibition created all the following problems <u>except</u>

A. speakeasies and hidden bars

B. tax revenues needed by the government

C. disrespect for the law

D. gangsters and bootlegging

(3) Which of the following was <u>not</u> a new a popular industry in the 1920's?

A. commercial air travel

B. chain stores

C. radio

D. motion pictures

(4) Which of the following is not a cause of the stock market crash of 1929?

A. too much money going into stock market speculation

B. building boom declined

C. surplus in industry and farm products

D. bank foreclosures of mortgage

UNITED STATES HISTORY

Depression

USH - 18

Pre-test: #1

Post-test: any two

The student will be able to describe and analyze the causes, programs, and policies of the Depression era.

PERFORMANCE INDICATORS:

1. Either orally or in writing, answer the following questions:

   (1) What were the major causes of the Great Depression?

   (2) What programs were instituted to fight the Depression?

   (3) How did the Depression come to an end?

   (4) Why is the era of the Depression important to U.S. History?

2. Write a report on the following topic. List your sources

   The "New Deal" of Franklin Delano Rossevelt had three goals—relief, recovery, and reform. How was each achieved?

3. Put yourself in the position of an unemployed steel worker in 1933. Describe your life; including employment opportunities, living conditions, government actions, relief programs, etc.

4. Prepare a time sequence chart of the Great Depression, charting major events, elections, programs instituted from the panic of 1929 to the beginning of World War II in 1939. Use this chart to orally describe and analyze the causes, programs and policies of the Depression.

UNITED STATES HISTORY

Causes of World War II

The student will be able to identify the long and short term causes of World War II.

USH - 19

Pre-test: #2

Post-test: any two

PERFORMANCE INDICATORS:

1. Circle the correct answer in each of the following items.

(1) Which of the following is <u>not</u> a long term (background) cause of World War II?

A. U.S. interests in the Orient since Spanish-American War.

B. U.S. never took positive steps against agressor nations of Germany, Japan, and Italy.

C. Development of the Cold War and building of the Berlin Wall.

D. Germany still angered at restrictions of Treaty of Versailles.

(2) Which of the following is <u>not</u> a short term (immediate) cause of World War II?

A. Hitler allied with France to control Austria.

B. Rome-Berlin Axis formed in 1936.

C. Germany invaded Poland, 1939.

D. Hitler captured and took over Czechoslovakia.

(3) The U.S. war with Japan began in 1941. Which of the following is <u>not</u> a cause for U.S. war with Japan?

A. Japanese invasion of Mancuria in 1931.

B. Japan-China alliance against the Allies.

C. Japan's violation of the Open Door (Stimson Doctrine).

D. Pearl Harbor attack in 1941.

2. Complete the following sentences, to identify the long and short term causes of World War II.

(1) The "agressor nations" in the war were ...

(2) The Allies were ...

(3) Through its invasions, Germany hoped to gain ...

(4) The U.S. was interested in Japan's movements in Asia because ...

3. Set up and complete a time sequence chart that identifies the long term and short term causes of World War II, starting with Japnan's invasion of Manchuria in 1931, up to the declaration of War in 1931.

4. Either orally or in writing, identify the major long term and short term causes of World War II.

UNITED STATES HISTORY

World War II, Events and Results

The student will be able to describe the events and results of World War II.

USH - 20

Pre-test: #3

Post-test: #2 and #3

PERFORMANCE INDICATORS:

1. Create a map to describe the events and results of World War II.

   Do each of the following:

   (1) Color the Allied countries blue.

   (2) Color the Axis powers orange.

   (3) Color countries invaded by Axis powers red.

   (4) Color the countries invaded by Japan green.

   (5) Put large stars in all areas where fighting took place.

   (6) Draw dark lines around the countries that lost the war.

2. Set up and complete a time sequence chart of the following events and results of the war, with a brief explanation of each.

   (1) Declaration of War against Japan

   (2) "D-Day" invasion of Normandy

   (3) U.S. surrenders the Phillipines

   (4) Germany and Italy declare war against the U.S.

   (5) Pearl Harbor attacked by Japan

(6) World War II begins in Europe

(7) U.S. dropped atom bombs on Hiroshima and Nagasaki

(8) V-E Day

(9) V-J Day

(10) Potsdam Conference for post-war occupation of Germany.

3. Either orally or in writing, answer each of the following questions:

(1) In general, how was the war fought?

(2) What were some of the major Allied campaigns? battles?

(3) What were the results of World War II?

4. Prepare a class panel discussion with each individual representing a difference Allied country at the Yalta or Potsdam Conferences. Present your country's views on the fate of Germany and discuss the decisions and agreements that were made at the conference and why.

UNITED STATES HISTORY

Cold War in Europe and Korea

The student will be able to list and explain the causes and events of the Cold War in Europe and Korea.

USH - 21

Pre-test: #1 and #3
Post-test: #4, and #2 or #3

PERFORMANCE INDICATORS:

1. Circle the correct answer to each of the following, then discuss each answer with your instructor, adding details and examples.

   (1) The basic dispute between Russia and the other Allied powers was

   A. Russia's attempt to dominate all of Germany

   B. Conflict with Japan over Manchuria

   C. German desire to ally itself with Russia

   D. The invasion of South Korea by North Korea

   (2) The Truman Doctrine was important to the Cold War because it

   A. Called for an Allied occupied Germany

   B. Helped nations resist Communism with military aid

   C. Demanded that all German nationals take an anti-Nazi oath

   (3) The U.S. worked against Communism with all the following except

   A. The Truman Doctrine

   B. North Atlantic Treaty Organization

   C. The Marshall Plan

   D. Nurembourg Trails

(4) The Korean War was characterized by all the following except

A. Communist China's leader Mao-tse-Tung gained power

B. Russia set up a Communist government north of the 38th parallel in Korea

C. The United Nations requested that the Allied Powers send troops to defend South Korea from China

D. President Truman chose to enforce the United Nations resolution opposing North Korea as an agressor.

2. Using a map of Europe and Asia to illustrate, orally list and explain the causes of the Cold War in Europe and Korea. Describe the major events of the Cold War in both Europe and Korea.

3. Answer the following essay questions in writing:

(1) How did the Cold War begin in Europe? in Korea?

(2) What actions did the U.S. take against Communist aggression in Europe? in Korea?

4. Report on one of the following topics either orally or in writing. List your sources.

(1) North Atlantic Treaty Organization

(2) The reasons behind U.S. support of South Korea

(3) The fate of divided Germany in the late 1940's and its contribution to the Cold War

UNITED STATES HISTORY

Vietnam War

The student will be able to explain the causes, events and results (foreign and domestic) of the Vietnam War.

USH - 22

Pre-test: #1 and #4
Post-test: #2 and #3

PERFORMANCE INDICATORS:

1. Either orally or in writing answer each of the following questions:

   (1) What were the major causes of the Vietnam War?

   (2) How did U.S. involvement develop in the war effort?

   (3) How would you describe the type of warfare?

   (4) What were the results of the war?

   (5) What was the reaction in the U.S. to the war?

2. Complete the following chart that explains the causes, events, and results of the war.

List the causes of the war.	What took place during the war? Where was it fought and how was it fought?	How did it end?

3. Use a map to illustrate and orally tell your instructor what caused the Vietnam war, how and where it was fought, and how it ended.

4. Orally or in writing, explain the following terms or people as each relates to the Vietnam War.

   (1) SEATO

   (2) Viet Cong

   (3) Bay of Tonkin

   (4) Vietnamization

UNITED STATES HISTORY

The 1960's

The student will be able to identify and evaluate the important events of the 1960's, namely: (1) the Civil Rights movement, (2) assasinations of John Kennedy, Martin Luther King and Robert Kennedy, (3) Great Society programs, (4) youth movement and counterculture.

USH - 23

Pre-test: #1

Post-test: #3 or #4

PERFORMANCE INDICATORS:

1. Answer the following questions either orally or in writing.

   (1) What were the goals of the Civil Rights movement during the 1960's?

   (2) What reforms were accomplished during the 1960's? How?

   (3) Which public persons were assassinated in the 1960's?

   (4) What sort of programs and reforms were instituted during the period of the "Great Society?" Whose program was the "Great Society?"

   (5) Why is the period of the 1960's known as one of youth and the counterculture?

2. Hold a panel discussion in class with one student presenting each of the events listed above to give a good overview of the 1960's.

3. Write a report on one of the following topics:

   (1) the politics of Martin Luther King

   (2) the "long hot summer" of 1965

   (3) the "Great Society" of Lyndon Johnson

4. Either orally or in writing, identify and evaluate 8 of the following 11 items. Explain why each is important to an understanding of the 1960's.

(1) John F. Kennedy

(2) James Meredith, University of Mississippi 1962

(3) Robert Kennedy

(4) "sit-ins"

(5) Lyndon Johnson

(6) "Great Society"

(7) Civil Rights Acts of 1964, 1965 and 1968

(8) Medicare

(9) Black Muslims, Black Power

(10) "long hot summer" of 1964

(11) Martin Luther King

UNITED STATES HISTORY

The 1970's

The student will be able to identify and evaluate the important events of the 1970's, namely: (1) Watergate, (2) energy crisis, (3) environmental concern, (4) Strategic Arms Limitation Talks, (5) U.S. recognition of Communist China.

USH - 24

Pre-test: #1

Post-test: #1 or #3

PERFORMANCE INDICATORS:

1. Choose any 8 of the items below and identify and evaluate them orally or in writing. Explain why each is important to an understanding of the 1970's.

   (1) Richard Nixon
   (2) Gerald Ford
   (3) Watergate
   (4) The Whitehouse tapes
   (5) Haldman & Erlichman
   (6) energy crisis 1973-1974
   (7) environmental legislation
   (8) Endangered Species legislation
   (9) OPEC
   (10) Jimmy Carter
   (11) Strategic Arms Limitation Talks
   (12) U.S. recognition of Red China

2. Hold a class discussion on the period of the 1970's. Have students choose different subjects to study, and report on so that all areas are covered and all students participate. Active participation and prior preparation are required for credit.

3. Write a brief essay answer for each of the following questions.

   (1) What happened at the Watergate Hotel in 1972, and what were the results of the event?

(2) What were the causes and results of the 1973-1974 energy crisis?

(3) Why are the 1970's called "the age of the environment"?

(4) Why are the SALT meetings and the U.S. recognition of Red China important?

4. Write or give orally a report of one of the following topics. List your sources.

(1) SALT

(2) Watergate scandal

(3) energy problems of the 1970's

ANSWERS

USH - 1

1. The student should name at least: England, France, Spain, Holland. There are other countries which could be included in the answer. They should list at least three of the following: (1) search for religious freedom, (2) business and trade potential, (3) desire for overseas colonies and dependenices and (4) competition between European nations for colonies and trade. Student may combine the reasons but the major points listed should be covered.

2. Apply answer above in #1.

3. Report must thoroughly cover one country's reasons for colonizing, including those listed above that apply.

4. Apply answer above in #1.

USH - 2

1. The main trade routes involving the colonies were ...
"triangular trade" - exchange of fish and lumber in New England for rum and molasses in the West Indies, sold for slaves in Africa to be brought back for work in the South and the West Endies. Main crops in the South were rice, tobacco, and indigo. Manufacturing developed mostly in the northern colonies.

The economic base in the North was ...
fishing, lumber, limited manufacturing.
The economic base in the South was ...
rice, tobacco, indigo, agriculture.

Much of the social life in the colonies revolved around ...
strict religions and activities in the church, political activities, still somewhat a class society, though not as much as in England.

Although still controlled by England, each colony did have its own local government. These can best be described as ...
town meetings, written constitution, local legislatures such as Virginia's House of Burgesses.

ANSWERS

2. Maps showing colonies are available in any history text. Apply answers from #1.

3. and 4. Apply answers from #1.

USH - 3

1. Long term causes:

Navigation Acts - passed by England to restrict the trade of the colonies.

Internal & External taxation - taxes levied on the colonies to help pay for the Seven Years War in Europe, and to pay for services in the colonies by England.

Colonial Wars - minor wars fought during the 17th & 18th centuries between France and England, partly for control of lands in North America. None of the wars really settled anything until the French & Indian War. They were expensive however, and part of the cause for high tariffs and taxes.

French & Indian War - war between France and England (same as Seven Years War 1756-1763). Treaty results were: France gave up her role in the colonies, ceded Canada and possessions east of the Mississippi to England, New Orleans and possessions west of the Mississippi went to Spain.

Short term causes: There are many others that could be included. The student should name 4-5 important acts or tariffs that occurred.

Stamp Act 1765 - taxed printed matter of all kinds in the colonies.

Townshend Duties 1767 - taxed colonial imports of paper, glass, tea, lead, etc.

ANSWERS

Tea Act - created a monopoly on tea allowing only tea from British companies to be sold in America - led to Boston Tea Party.

Intolerable Acts (1774) - these acts closed the port of Boston thus freezing all trade to the city, made changes in the Massachusetts charter, allowed for more quartering of British soldiers in colonists homes, and made British officials exempt from trial for crimes committed in office in the colonies.

2. Apply answers in #1.

3. Apply answers in #1.

4. Apply answers in #1.

USH - 4

1. Articles of Confederation (1781) provided for a loose confederation of independent, sovereign states. The states were not held tightly together by a sovereign government, rather they were supposed to work together in a confederate government. In 1786 it was recognized that this was not working and a convention was called to revise the Articles. The main purpose was to stregthen the central government. The chart below compares the Articles to the Constitution.

Articles of Confederation	Constitution of 1789
Congress could not levy or collect taxes; could only ask the states for funds	Power to levy and collect taxes conferred upon Congress
Interstate trade and foreign commerce not subject to control	Power to regulate interstate and foreign commerce granted to Congress
State courts only	A national court system and the Supreme Court were founded
No Executive Branch; law enforcement left to states	An Executive Branch was formed, with Pres. at head to see that laws are carried out

ANSWERS

Equal representation of states, regardless of size of population	Bicameral legislature, with equal representation in the Senate, and proportional representation in the House
Each state printed its own money	Congress alone had control over the currency
Amendment required unanimous vote	Amendment could be approved by 2/3 of Congress and 3/4 of the states
Nine states had to approve laws	Only a majority vote of Congress necessary to pass legislation
States had to be asked for conscripts (drafts)	Only Congress could raise armies

*American History Study-Aids, 1975, Youth Education Systems, Inc.

2. Essay will be opinion, but should include examples and details from the Constitution.

3. Students must show preparation and must participate.

4. Apply answers in #1 to their argument.

USH - 5

1, 2 & 3 Apply the following answers to questions and map.

The main causes for the War of 1812 are as follows:

A. Congress wanted war in order to obtain Canada for resources.

B. Britain was interfering in American's trade with France.

C. Britain was impressing American seamen and ships to help in their war against Napoleon in France.

ANSWERS

The major events of the war were:

A. Much of the war was fought at sea, and while the American Navy started out well, England won the war at sea.

B. British captured Washington D.C. and many of the capitol buildings were burned.

C. Andrew Jackson emerged as a hero of the war, fighting a decisive battle at New Orleans, winning after the Treaty of Ghent was signed.

D. There was much civil disobedience at home, the North being opposed to the war and the disruption of trade.

The most important results were:

A. Treaty of Ghent signed in 1814 - provisions allowed for a return to the situation before the war. England was stopped from gaining more territory, America was stopped from obtaining Canada. No one really gained anything in the war, but no one really lost either.

B. American Navy developed into a major power.

C. The North and South conflict began with this war - their interests and opinions on the war differed enough to be a start for the division to come later in the Civil War.

D. America proved to England that she was truly an independent country - never again to be a British colony. Promoted American feelings of nationalism.

4.

1. F	6. T	11. T
2. T	7. T	12. F
3. T	8. F	13. F
4. F	9. T	14. T
5. T	10. T	15. T

ANSWERS

USH - 6

1. The California Gold rush began in 1848 and brought miners and some families from all over the eastern U.S. across the plains to California. The important thing to realize here is that this involved mostly men looking for gold and other minerals - not families that would settle the land. It did develop the California area, encouraging business and mining interests.

   The territories obtained during this period were:

Texas	1845	obtained as a result of a joint resolution of Congress after the revolt of Texas in 1836
Oregon	1846	obtained from England by treaty - extended the north boundary of the U.S. to the 49th parallel and west to the coast; doctrine of Manifest Destiny
New Mexico Utah California	1848	Mexico ceded all three of these territories to the U.S. in return for the promise of American to settle American claims and pay Mexico 15 million dollars

2. Map will include information above.

3. Apply answers in #1.

4. Description must include details of life during the Gold Rush. Sources must be included.

USH - 7

1. (1) B
   (2) C
   (3) A
   (4) C
   (5) A

2. Student should be able to describe the development of the two party system by including the most important and powerful political parties - Federalists, Democratic-Republicans, Jacksonian Democrats and Republicans.

They should explain the differences in idealogy on basic issues and include the various split offs each party (not necessarily naming the splits, but realizing that it is this division within a party that encourages the development of a newer, more effective grouping).

3. Same as #2.

4. Essay will be partly opinion, but must include detail and example to support their answer.

USH - 8

1. The information needed here is available in all history texts. The student should explain each of the terms listed as causes and tell how each was a cause of the war. He should describe how the war was fought, and explain the results of the war. The results should include more than just that the South lost. Results should include the destruction of the Southern way of life, freedom of the slaves and problems associated with that freedom, and long years of animosity between North and South.

Some of the leading battles were (1862) Farragut's capture of New Orleans by sea. On land the Battle of Bull Run (1861) showed the North that victory would not be easy; advancing Southern forces were defeated at Antietam (1862). Gettysburg (1863) and Vicksburg (1863) and Richmond was captured in (1865) leading Robert E. Lee's surrender to Ulysses S. Grant at Appomattox Court House on April 2, 1865.

Results of the Civil War were a possible 10 billion dollar monetary cost and a cost in lives lost of over 600,000. Europe continued to buy Northern wheat, but not Southern cotton. The North saw railroad expansion due to land grants and loans from Congress. Mines were developed and factories were built. Petroleum was commercially produced. The Homestead Act (1862) granted free farms of 160 acres to settlers. The Land Grant Colleges Act (1862) gave public lands to states providing for the education of farms and mechanics. The Morill Act of 1861 produced a rise in tariff. The National Banking Act of 1863 set up a centralized banking system. The Congress enacted the Income Tax Law which was declared unconstitutional and levied excise taxes.

ANSWERS

It financed the war by borrowing, and issued flat money called "greenbacks."

During the Reconstruction era, the 13th and 14th Amendments abolished slavery and granted citizenship to the Negro respectively. The Negro received the right to vote in 1870 with the 15th amendment thus nullifying the Southern Black Codes.

Congress advocated punishing the South and felt that those responsible for aiding the Confederacy should lose their right to vote and hold office. Under the Reconstruction acts, five military districts were created in the seceded states. Carpetbaggers (Northerns) and scalawags (Southern supporters of the Radical Republicans) combined to control the South. The Ku-Klux-Klan attempted to gain control from the reconstruction governments by use of terror. 1872 brought the Amnesty Act giving former Confederates their political rights, and federal troops were removed from all but three states by 1876. The election of Rutherford B. Hayes brought the end of Reconstruction in 1876.

2. Apply answers in #1.

3. Answers must be complete, with details and facts included.

4. Report must be thorough and must include sources.

USH - 9

1. (1) Radical Reconstruction Program - Purpose was punishment of the South and to keep the South down while the Republican party gained in power. Included Freedman's Bureau, 14th amendment, 60% loyalty oaths, military districts, full and immediate equality of former slaves as an affront to Southern aristocrats.

(2) Lincoln-Johnson Plan - Moderate reconstruction policy, more lenient and understanding. Included pardons to residents of the South, 10% loyalty oaths, plan to bring southern states back into the union on their own.

(3) System used during reconstruction to form the large

plantation holdings. Former slaves and poorer white farmers paid for land by a share of the crop since they did not have funds to purchase land.

(4) Term applied to northern politicians and businessmen who came to the south during Reconstruction to take advantage of the defeated Southerners.

2. Apply answers in #1. Chart must be complete with details.

3. Report should contain information above with much greater detail.

4. Answer will be opinion in part, but must have examples and details for support.

USH - 10

1. (1) D (2) A (3) D

2. The description must include details and examples of all major developments.

3. Descriptions must include details and examples and tell why each is important.

4. Map must include the most important details—settlements, railroads, Indian battles and reservations.

USH - 11

1. In the post war years in America, industrialization boomed for several reasons—abundant resources, encouraging governmental policies, post war demand. The factories produced steel, paper, oil and all manner of other manufactured goods. The companies were large and were geared to making large profits, they kept the factories going long hours, seven days a week.

Workers were expected to work seven day weeks,

usually 60-80 hours a week. As machines did more of the work, the work was speeded up and workers were expected to somehow keep up with the machine's pace. Wages were low, barely enough to live on for most families of those who worked in the mills or plants. Unskilled workers made between $1.25-$1.50 per day while the skilled worker got nearly twice that amount.

Child labor became a common practice in the plants as the employers looked for cheaper ways to keep the large plants running profitably.

Prior to the Civil War and just afterwards, labor unions were a minor force in America. Immigrants, children and women were a large part of the workforce and were hard to unite in unions. When the large corporate structure developed and labor relations became impersonal, the labor unions began to flourish. The American Federation of Labor formed in 1881 for skilled workers; organized in craft unions. Other unions were to follow.

2. Apply answers above to debate. Student must show preparation and must participate.

3. Apply answer above plus additional detail and example.

4. Apply answer in #1.

USH - 12

1. 1) B
   2) E
   3) G
   4) F
   5) A
   6) C
   7) D
   8) B
   9) A
   10) C

ANSWERS

2. Exact reform measures may not be available in each case. Many reform measures were intended to correct more than one labor abuse.

3. Report must be thorough and include sources.

4. See definitions in #1 for brief definitions of each term.

USH - 13

1. (1) U.S. immigration changed considerably around 1880. Prior to this time the majority of immigrants came from northern and western Europe, primarily Britain, and Germany. They were easily assimilated into American culture. After 1880 immigration changed in that the majority came from Southern and Eastern European countires, had a harder time learning English, were Catholic, Orthodox, or Jewish, and usually lived in core areas of the city not mixed in with the general population. Most became laborers at low wages, lived in slum areas, and were controlled by the political bosses of the period.

(2) Immigrants came to the U.S. to escape poverty and look for better economic conditions, to be free from the class societies of home and for religious tolerance and educational opportunites.

(3) This period of immigration brought mostly unskilled workers who were not easily assimilated into American life. The labor unions did fight to have restrictions put on the number of immigrants allowed in to protect their own workmen. Generally, they were welcomed as people with skills to contribute to the country.

(4) The "melting pot" concept is that of all nationalities blending together, losing their individual differences in a large society.

2. Apply answers in #1.

ANSWERS

3. Apply answers in #1.

4. Apply answers in #1.

USH - 14

1. See chart below.

Social Reform Movement	Goals	Methods Used To Achieve Goals	Success
Women's Suffrage late 1800's - early 1900's	Right to vote, property rights, education opportunities	Marches, rallies, literature	19th Amendment passed 1920, property rights, co-ed schools
Prohibition	Prohibit sale & consumption of alcohol	Demonstrations, marches, rallies, literature	1919 - Amendment passed, repealed 1933
Civil Rights 1860-1900	Right to vote for Negroes, repeal of Jim Crow Laws	Court battles, demonstrations	Both North & South still had racial problems
Civil Rights 1960's	Educational & Economic opportunities, school desegregation, open housing	Sit-ins, marches rallies, some led to violent demonstrations	Better jobs, integrated schools, desegregated transportation & housing
Welfare Rights 1970's	Justice rights, financial help	Demonstrations, lobbying	More legal help, financial aid
Women's Movement 1970's	Equal opportunity ERA Amendment total equality under the law	Demonstrations, lobbying, speeches by prominent people, court battles	Limited so far, court cases won in some cases, but ERA not passed yet

ANSWERS

2. Apply #1 answers with much greater detail. Fact and examples should be cited to support position.

3. Report must meet item's task.

4. Apply answers in #1 in greater detail. Preparation and participation required.

USH - 15

1. (1) The main causes of the Spanish American War were: A) many Americans wanted the war because of a new imperialism and a big navy - they wanted business in Cuba and also naval bases there in the Pacific, B) yellow journalism created sympathy for Cubans living under Spanish rule, C) the de Lome letter, from a Spanish minister to a friend in which President McKinley was called a "spineless politician" was published, D) the explosion of the U.S. battleship Maine - the U.S. assumed Spain was at fault.

(2) The Treaty of Paris, 1898, provided: A) Cuban independence with Spain paying the war debts, B) Puerto Rico, Guam and the Phillipines would go to the U.S. with the U.S. paying Spain $20,000,000 for the Phillipines.

(3) The war was important because it signaled an end to the Spanish empire as a major power, and it made the U.S. active in the Orient as a result of acquisition of Guam and the Phillipines. It brought recognition that we were a world power.

2. 1. T
2. T
3. F
4. F
5. T
6. F
7. T
8. F
9. T
10. T

ANSWERS

3. Report must cover topic assignment.

4. Apply answers in #1 to chart.

USH - 16

1. (1) A, B, D
   (2) A, B, C
   (3) B, C, D
   (4) A, B, C, D

2. Report must cover the topic and include sources.

3. Maps should be complete and include answers in #4.

4. Background Causes - (1) English background led American to be pro-British (2) America's defense of her rights at sea (3) Americans were afraid to let Germany become too powerful in the world (4) the polarization of European nations around the powers of Germany and England.

   Immediate Causes - (1) Germany's unrestricted submarine warfare, including several sinkings of American vessles (2) Zimmerman note, a message from Germany to Mexico that promised the return of Texas, New Mexico and Arizona if Mexico would fight against the U.S. and get Japan to do the same (3) The Russian Revolution in 1917 made it acceptable for the U.S. to ally herself with Russia, no longer an autocracy (4) the assasination of Archduke Ferdinand of Austria-Hungary in 1914 drew all the alliances of the two powers (Germany & England) into the war as Austria-Hungary threatened to invade Serbia.

   Events of the War - (1) Selective Service Act passed 1917 (2) U.S. helped the war effort considerably by making loans and sending supplies to the Allies (3) The Navy was important in fighting submarines, and enforcing the blockade against Germany (4) The American Army helped to win the war on land by defending the Western Front in Europe, and sending Germany back.

ANSWERS

Results of the War - The Treaty of Versailles was signed in 1919 and was dominated by the Big Four powers: United States, England, France and Italy. The terms of the Treaty were: (1) Germany was stripped of all her colonies (2) Germany was made to surrender Alsace-Lorraine and other border areas (3) Germany was made to accept the guilt for the war, thus having to pay reparations for the costs of war (4) Germany was to be disarmed and disarmament was to be a goal of the Allies (5) Wilson talked the Allies into accepting the League of Nations. Unfortunately, the U.S. Congress opposed the treaty and it did not pass in the Senate. Peace was made with Germany in a separate treaty in 1921 and later with Austria-Hungary.

USH - 17

1. (1) The technological advances - automobile, radio and motion pictures were available to most people, mass production made all consumer items more available.

(2) Installment buying - increased the buying power of consumers by allowing purchases on credit. Chain stores encouraged this type of purchase.

(3) Prohibition - 18th amendment passed in 1919 prohibiting the sale and consumption of alcoholic beverages. In the 20's people (especially those in the cities) became dissatisfied with prohibition, and problems arose. Speakeasies and hidden bars came into being; gangsterism, bootlegging, political corruption did well with the illegal liquor traffic; the lack of control over the beverages led to poisonous substances that caused severe health problems and deaths.

(4) Immigration Act of 1924 - Limited the number of immigrants coming into the U.S. The act was limiting the numbers from specific countries and favored northern European countries.

(5) Roaring Twenties - the war brought an end to the Victorian attitudes that had prevailed, brought a loosening of morals and manners. People were disillusioned after the idealistic period of the war, moved towards materialism and just having a good time. The car had a tremendous effect, and the popularity of Freud opened the sexual questions frozen during the Victorian period. Women shortened their skirts, cut their hair, smoked in public, etc.

(6) Red Scare, Sacco-Vanzetti - after the Communist Revolution in 1917 Americans became afraid of the "Reds" and this led to a serious feeling of anti-foreignism. Sacco and Vanzetti were alien Italian anarchists (opposed to organized government) given the death penalty in a trial that had little evidence to convict them.

(7) Stock Market Crash of 1929 - caused by too much money going into stock market speculation, a decline in the building boom, and a surplus of farm and industry products (leading to unemployment), too much installment buying.

2. Include information in #1 in time chart.

3. Answer will partly be opinion. Must include details and examples to support answer.

4. (1) A
   (2) B
   (3) A
   (4) D

USH - 18

1. (1) Causes were overexpansion of agriculture and in industry, causing unemployment, new machines that reduced the need for workers, overexpansion of credit and installment buying that led to speculation and overinvestment, decline in trade due to high tariffs, overspeculation in the stock market.

ANSWERS

(2) Programs instituted were: Hoover tried voluntary programs, but they did not succeed. Roosevelt brought the New Deal; goals were relief, recovery and reform. Bank Holiday closed the banks until public confidence could be restored; Civilian Conservation Corps employed young men; Federal Emergency Relief Administration provided food, shelter, clothing; Civil Works Administration gave work to people; Public Administration created all sorts of government jobs. Monetary reform measures were adopted along with changes in agriculture policy and labor policy. Social Security came in 1935 and provided old age insurance for retired persons and benefits for survivors being funded by a tax on employers and employees.

(3) Depression ended gradually with an easing of problems in 1936, a recession in 1937-38 and then finally ended with the advent of World War II causing full employment and increased business.

(4) Depression is important for many reasons: values of the generation were greatly affected by the sudden change from affluence of 1920's to poverty of the 1930's, expansion of the role of the federal government in relief, many reforms instituted that remain with us today.

2. Report must be thorough and cover the topic.

3. Apply above notes to answer. Student must include accurate details and facts.

4. Apply above answers to chart.

USH - 19

1. (1) C
   (2) A
   (3) B

2. (1) The aggressor nations in the war were Japan, Germany and Italy.

(2) The Allies were England, France, Russia, and United States.

(3) Through its invasions, Germany hoped to gain world power after the humiliating defeats of World War I, the growth of Hitler's facism, territory in Poland, Rhineland and Czechoslovakia.

(4) The U.S. was interested in Japan's movements in Asia because the invasion of Manchuria Japan violated the Open Door and other agreements including the League of Nations. The U.S. had interests in Asia including trade agreements and territories of Phillipines and Guam.

3. Apply answers in #2 and #4 to time sequence chart. Detailed information available in all history texts.

4. The major long term causes of World War II were: U.S. had interests and agreements in Asia, because of concern with the depression the U.S. did not react immediately to the first steps of aggression in Europe and Asia, Germany was still angry at the restrictions of World War I treaties and Hitler wanted to rearm and seek world power.

The major short term causes of the war were: the formation of the Rome-Berlin Axis in 1936, U.S. Neutrality Laws, Germany's invasion of Poland, Hitler's take-over of Czechoslovakia, bombing of Pearl Harbor by Japan, invasion of Ethiopia by Italy.

USH - 20

1. Suggested map of description of the events and results of World War II - American History Volume II, Baron's Educational Series, Inc. 1970. p. 274-275.

2. The sequence of the chart would be:

(1) World War II begins in Europe - 1939 when Germany invaded in Poland

ANSWERS

(2) Pearl Harbor attacked by Japan - December 7, 1941
(3) Declaration of War against Japan - December 8, 1941
(4) Germany and Italy declare war against U.S. - December 11, 1941
(5) U.S. surrenders the Phillipines - 1942, early in May; regained in 1945
(6) "D-Day" invasion of Normandy - June 6, 1944
(7) V-E Day - May 8, 1945, victory in Europe
(8) U.S. dropped atom bombs on Hiroshima and Nagasaki - July 1945
(9) Potsdam Conference for post-war occupation of Germany - July 1945
(10) V-J Day - September 1945, victory over Japan

3. Answers available in any history text. Students' answers should include examples and details.

4. Preparation and participation required on topic assigned.

USH - 21

1. (1) A
(2) B
(3) D
(4) C

2. The Cold War began in Europe with the disagreement of the Allied powers over how to reunite Germany. Germany had been divided into four separate areas after the war, with France, England and the United States choosing to put their parts together into West Germany. The Soviet zone became known as East Germany. The Soviets drew the so-called "iron curtain" over their areas, with little information seeping out. The U.S. tried to stop the further spread of Communism with the Truman Doctrine in 1947, the Marshall Plan in 1947, and later with the Eisenhower Doctrine in 1957. NATO was set up in Europe to stop the Communist advance by means of mutual protection. In response, the Soviets set up the Warsaw Pact which included East Germany.

The Cold War began in Korea after the Chinese Communists overthrew the Nationalists in 1949. The Korean War lasted

until 1953. The war actually began when North Korea, (under Communist control from the division after World War II), invaded South Korea (independent but not strong in defense). The U.S. became involved in the war, as a police action, not as a declared war. The Cold War in Asia continued as Communist aggression continued in Vietnam and other areas of Asia.

3. Answer included in #2. Students must list any fighting involved, as in Korea, and the treaties and doctrines listed in #2.

4. Report must be complete and cover topic chosen.

USH - 22

1. (1) The major causes of the war were: (A) result of the Cold War between the Communist countries and the U.S. (B) result of the power vacuum in Vietnam when the French left (C) dispute over control of the country of South Vietnam by either the local South Vietnamese regime or the North Vietnamese Communist government.

(2) U.S. involvement began with Eisenhower sending military advisors in the middle 1950's and escalated into full military involvement by the mid 60's.

(3) Generally the war was fought on the land with conventional weapons. Guerrilla warfare was used by the North Vietnamese and was effective against the U.S. and South Vietnamese. There were many bombings from the air, especially those tying to block the transportation of weapons.

(4) Nixon introduced the concept of Vietnamization which meant the return of the war effort to Vietnamese troops. Peace talks went on for months in Geneva finally culminating in an unstable truce. South Vietnam was free for awhile in a very tense situation.

(5) The U.S. was divided on the issue of the war. The "hawks" were those in favor of the war and escalation of

U.S. involvement. The "doves" were those opposed to U.S. involvement. There were many years of violent demonstration against the war, draft dodgers who moved to Canada and Europe to escape the draft, etc.

2. Apply answers in #1.

3. Apply answers in #1.

4. SEATO - South East Asia Treaty Organization; organized for mutual protection from Communist aggression.

   Viet Cong - The North Vietnamese guerrillas fighting for Communist control of South Vietnam.

   Gulf of Tonkin - On August 2, 1964, a U.S. destroyer was attacked by North Vietnamese PT boats in the Gulf of Tonkin resolution in Congress giving the President power "to take all necessary measures to repel any armed attack against the forces of the U.S. and prevent further aggression." This signaled the escalation of the war.

   Vietnamization - Return of the control of the war to the South Vietnamese Army, introduced in the Nixon administration.

USH - 23

1. (1) The goals of the civil rights movement during the 1960's were: admission of Negroes to colleges, desegregation of public facilities and business places, and registration of Negro voters. The movement also sought job equality, de facto school integration, and equal housing opportunity.

   (2) The civil rights movement used meetings, peaceful demonstrations, sit-ins, etc. to achieve their goals. The Negroes did achieve many of the goals they set for themselves during the 1960's. The Civil Rights Acts of 1960, 1964, and 1965 all helped to bring the Blacks equality.

ANSWERS

(3) John F. Kennedy, Martin Luther King, Robert F. Kennedy.

(4) Lyndon Johnson's Great Society program included: Civil Rights Act of 1965, programs for the war on poverty, large-scale funding for public schools, aid to higher education, Medicare, Housing and Urban Development was created, and immigration laws changed to become more lenient.

(5) The 1960's were a period of discontent and demonstration. The youth were receiving more education and at the same time were being drafted for the Vietnam War. This is the period of the "hippy", the sexual revolution, drug culture, etc.

2. Apply notes in #1 with greater detail.

3. The report must be thorough and cover the chosen topic.

4. Student should identify the person or event, and explain why it is important.

USH - 24

1. The student must identify items below and tell why each is important in relation to the 1970's. These events and people are easily found in any history text.

2. Each student must show evidence of preparation and must participate to receive credit.

3. Instructor must use own judgement as to whether the answer is complete. Student must include important events and details for each question.

4. Report must cover the topic chosen, including details and facts. Sources must be listed.